

INCREASING DIVERSITY EXPOSURE IN RURAL, HOMOGENEOUS
ELEMENTARY CLASSROOMS THROUGH PICTURE BOOKS

by

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A capstone submitted in partial fulfillment of the requirements for the degree of Master
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PROJECT SUMMARY

This project questions *how can educators increase diversity exposure in rural, homogeneous elementary classrooms using picture books?* When creating text sets to include in this project, many factors were considered. This project is primarily focused on elementary students and selected elementary texts. There is grade-level variation amongst texts, but they are primarily focused on elementary students. This project came about as a result of second-grade students lacking awareness of diversity that exists outside of a small, rural town.

It should be noted that this paper follows the recommendations of the American Psychological Association (APA) for racial and ethnic identities (American Psychological Association, n.d.). Black and White are capitalized throughout this paper and the term Black is used instead of African American because African American refers to people of African heritage. When appropriate, African American is used to convey Americans of African heritage. In this paper, the term Latinx is used as a gender-neutral term, as recommended by the American Psychological Association (n.d.). Native American is used in this paper, as opposed to American Indian, unless the category of the label was specifically American Indian. Indigenous Peoples are used to denote Indigenous Peoples who live in Canada.

Mirrors, windows and doors (Style, 1996; International Literacy Association, 2017) guided text selections during this project. The concept of mirrors and windows was originally written about in 1988 by Style and republished in 1996, as well as subsequent years through different articles. Style wrote that mirrors and windows provide a balanced

education that consists of knowledge of ourselves and others, and “clarification of the known and illumination of the unknown” (p. 5).

Mirrors are when a student reads a text and sees themselves represented in the text through words or pictures, showing students that they matter simply by being represented. Mirroring experiences shows students that they are valued in society and they can make text connections with those experiences conveyed through texts to deepen comprehension. A window is when a student can look into the lives of others and learn more about experiences that are different from their lives. Doors are the final step, when a student learns more about experiences different from theirs, but then steps through that door to learn beyond the text, or to take part in social justice causes (International Literacy Association, 2017).

The Cooperative Children’s Book Center (CCBC) has been compiling statistics on diversity in children’s books since 1995. They originally tracked only Black characters and Black authors, but have expanded to include American Indians/First Nations, Latinx, and Asian Pacific Islander/Asian Pacific American (2019). The following infographic from the School Library Journal (SLJ Staff, 2019) shows percentages of diverse books and compares the amounts to other categories. The “Animal/Other” category could contain animals and inanimate objects, like trucks.

DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison:
ccbc.education.wisc.edu/books/pcstats.asp



Illustration by David Huyck, in consultation with Sarah Park Dahlen
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The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Harrington, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.

Nine categories were chosen to be included in this project: Abilities, Socioeconomic, LGBTQ+, Montana Indian Education for All (IEFA), Indian Education for All (IEFA), Black (Present Day), International, Immigration, and Latinx. The Abilities category includes a biography of Dr. Temple Grandin and texts about cerebral palsy and blindness. This is a category where more books could be added to encompass a wider range of abilities. A Socioeconomic category was included because students might not see a lot of socioeconomic diversity in books they read, or it may not be explicitly discussed. These books can also represent a mirror for students and they may be able to see themselves reflected within the book. One limitation of the books included in the LGBTQ+ category is that only two of the five books included have people. The three other books have animals or crayons, which does not accurately represent true life examples. Three of the five books in this category fall under "Animals/Other" in the Cooperative Children's Book Center statistics. The Montana Indian Education for All

(IEFA) category contains books that are specific to Native American life in Montana, including a story of the origin of the Bitterroot flower and how it was used for food and a book written in 1999 that is still relevant today. *The War Shirt* is about a young Cheyenne boy who realizes he is losing touch with the Cheyenne traditions so he goes to live with his grandparents on the reservation one summer. Here he learns how to tan a deer hide and makes connections between his interests and traditional Cheyenne art. The Indian Education for All (IEFA) category contains books that are not Native American tribe specific or follow tribes that historically have not been in Montana frequently. This category is broad in the texts it contains and showcases a variety of topics: a boy's pair of moccasins, powwows and dancing, the year a girl spent at a reservation school in Canada, and making fry bread as a family. *I am Not a Number* covers a topic that may be distressing to some students: the lives of children at residential schools, and should be combined with discussion and background information on residential schools. The Black (Present Day) category was specifically chosen to include recently written books about Black people in today's world. While I originally planned on including a historical section for the project, I decided not to include that so that students would connect the stories to the present day, instead of reading about something that happened many years ago. Those books are relevant, but students need to make the connection to the present day. The International category contains books that take place in other countries and are storylines that students would not see in neighboring communities. I wanted students to be able to make connections with all the texts and make the connection between their lives and the lives of characters in the book, except for where the historical aspect is noted. The immigration category contains books about experiencing life in the United

States. The final category is Latinx and contains traditional tales with a Mexican-American and Peruvian twist. There is a historic text contained in this category about the Mendez family's fight to desegregate schools in California years before the *Brown v. Board of Education* case was brought.

These text sets are designed to help teachers incorporate more diverse perspectives and broaden representation through read-alouds or literature circles. Different classrooms have different demographics and teachers may find they use only one of these text sets, or they may use several. Along with increasing diversity, it is also hoped that these stories will normalize experiences for all students, regardless of whether they see themselves in books or their peers. These texts also provide expanded views for students living in areas composed of a definite demographic majority with limited exposure to outside experiences.

The texts chosen were chosen through online research and conversations with bookstore owners and librarians. The text set categories represent different types of diversity as well as different viewpoints, although most of the texts that are written in first person are from a child's perspective. While there are numerous categories that could be included for students to learn about diverse populations, these were chosen because of their relevance to the local population. Montana is a state with a rich American Indian history that is actively taught in schools across Montana. For that reason, a text set that focuses on tribal authors who share stories from their own experience or traditional stories that are important to their tribe has been included.

Teachers may choose to utilize text sets during read alouds or to supplement units of studies. A limitation of this project is the individual teacher's desire to teach these text

sets, and their ability to teach it well. Before introducing a book to increase diversity exposure, Matias (2013) recommends teachers ask themselves “Am I emotionally committed to being a culturally responsive teacher even if it means learning about how I am repressing my understanding of race and whiteness merely because it makes me feel uncomfortable?” (pp. 78-79). While these texts can be used for small group instruction, the texts can also be used in literature circles, but the time to read the text will be shorter since none of these are chapter books, like literature circle texts usually are. All texts have an extension activity or questions designed to engage students in critical literacy. A sample lesson plan for the Montana IEFA category is included. Books from the IEFA category can be used to supplement this lesson.

Montana Indian Education for All Lesson Plan

Materials Needed: Books: *The Gift of the Bitterroot*, *The War Shirt*, and *A Salish Coyote Story: Beaver Steals Fire*. See the text sets below for publisher information. Map of Montana with Indian Reservations labeled on it. *The Gift of the Bitterroot* is also available as a free PDF:

<https://www.lessonsofourland.org/wp-content/uploads/2017/08/Gift-of-the-Bitterroot.pdf>

Objective: Given these three texts, and possibly more, students will show how Native Americans used the Bitterroot plant, fire, and understand some Native American ways of life as assessed by rubrics.

Anticipatory Set: Show the map of Montana and point out the Indian Reservations around the state. Note that the Little Shell tribe does not have a reservation, but they have a tribal building in Great Falls, MT.

Activities: *The Gift of the Bitterroot*

Read *The Gift of the Bitterroot* to students and then watch *The Story of the Bitterroot (Part 5)* 2004.

Story map: Fold a piece of paper into three sections (envelope fold). Students label beginning, middle, end on the paper and then write or draw what happened during those sections.

Venn Diagram: After watching *The Story of the Bitterroot (Part 5)* compare and contrast digging for Bitterroots now versus when the video talks about.

Plant parts: Draw a Bitterroot and label the parts: root, stem, leaf, and flower.

Writing: Research service berries or huckleberries. What do the plants need to grow?

When do they grow? Where do they grow? Write about what the plants need to thrive.

Assessment:

Activity	1 Needs Support	3 Nearing Proficiency	5 Proficient
Story Map	Accurately shows part of the story.	Recalls two parts of the story accurately.	Beginning, middle and end of the story are accurate.
Venn Diagram	Lists two ideas of how activities are the same as they were or how they are different now.	Lists four ideas of how activities are the same as they were or how they are different now.	Lists two or more ideas for each category (six or more ideas total).
Plant Parts	Labels one part correctly.	Labels two parts correctly.	Labels three or four parts correctly.
Writing and Research	Identifies one of the following: what do these plants need to grow, where do these plants grow, or when do these plants grow?	Identifies two of the following: what do these plants need to grow, where do these plants grow, or when do these plants grow?	Identifies three of the following: what do these plants need to grow, where do these plants grow, or when do these plants grow?

Activities: *A Salish Coyote Story: Beaver Steals Fire*

Note that this story should only be read or told when there is snow on the ground. This story was typically told between November and February or March.

Educators can visit this FireWorks website to learn more about how and why the Pikunii (Blackfoot) People carried fire:

<https://www.frames.gov/fireworks/curriculum/carrying-fire-the-pikunii-way>

Watch *Carrying Fire the Pikunii Way*

<https://www.youtube.com/watch?v=VdLfdjX6smU> for more information on the importance of fire and how it was transported.

Science: Choose one of the animals in *A Salish Coyote Story: Beaver Steals Fire* and research them. Write about their habitat, diet, and what they need to survive.

Assessment:

Activity	1 Needs Support	3 Nearing Proficiency	5 Proficient
Science Research and Writing	Student includes one of the following: habitat, diet, and what the animal needs to thrive in their report. Few sentences are complete sentences or it is obvious that most of the sentences were copied word for word from research.	Student includes two of the following: habitat, diet, and what the animal needs to thrive in their report. Most sentences are complete sentences with only a few copied word for word from research.	Student includes habitat, diet, and what the animal needs to thrive in their report. Most, or all, of the sentences are complete sentences and it is obvious that the student did not copy word for word from the research gathered.

Activities: *The War Shirt*

Research War Shirts - search for images of Cheyenne War Shirts to compare with the book and notice similarities.

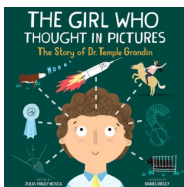
Art: Create a nine-patch quilt using photos or drawings of family photos. If photos are not available then students can brainstorm positive memories and draw those memories. The quilt can be made of copies of photos and drawings so all students can participate, regardless of available photos. After completion, students should share their nine-patch quilts with the class and explain why they chose the drawings or photos that they did.

Assessment:

Activity	1 Needs Support	3 Nearing Proficiency	5 Proficient
Art: Making a nine-patch quilt.	Student has two or more drawings or pictures and can explain the significance of each drawing or photo.	Student has four or more drawings or pictures and can explain the significance of each drawing or photo.	Student has seven or more drawings or pictures and can explain the significance of each drawing or photo.

TEXT SETS

Abilities

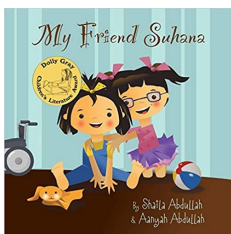


The Girl Who Thought in Pictures

Mosca, J.F. (2017). *The Girl Who Thought in Pictures: The story of Dr. Temple Grandin*. The Innovation Press

This biography tracks Dr. Temple Grandin’s life from the time she was a child and in school through her multiple degrees and the work she did afterwards. Written in rhyme, it will help children with Autism to know their potential and work through difficulties.

Extension Activity: Why do you think the author wrote this book? Some students may wish to compare Dr. Temple Grandin with their own experiences. What is something that makes you different from others that is neat? What are things in nature that you have explored?

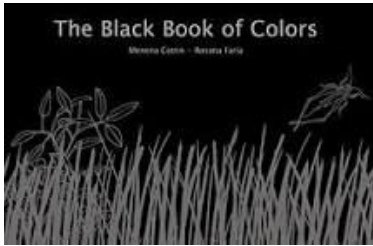


My Friend Suhana

Abdullah, S. (2014). *My Friend Suhana*.

This story follows the friendship of two girls, one who has Cerebral Palsy and the other who is her friend and strives to understand her. The book sparks discussions about Cerebral Palsy and how children can be friends with those who are different from them in order to enrich lives.

Extension activity: What theme do you notice? Who was this book written for? If you had to attach colors to feelings then what colors would you associate with what feelings?



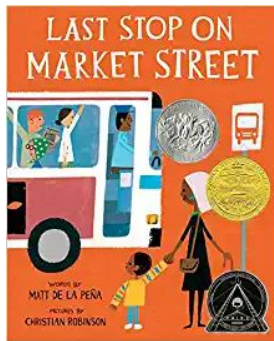
The Black Book of Colors

Cottin, M. (2006). *The Black Book of Colors*. Groundwood Books.

This story follows Thomas and his interpretations of the colors. The words are written in Braille and in print. Every page is colored black, but contains Braille or raised images of the words, such as strawberries or grass. This book encourages children to think beyond what is immediately visible.

Extension activity: Find the Braille alphabet. Using a pin, poke upwards on a piece of paper to spell out words or phrases for a partner to read. How did this story influence you?

Socioeconomic

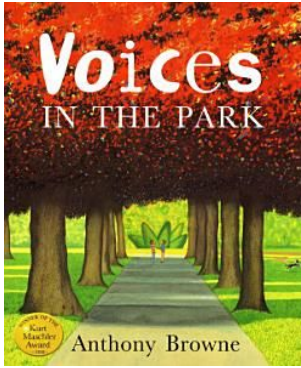


Last Stop on Market Street

De La Peña, M. (2015). *Last Stop on Market Street*. G. P. Putnam's Sons.

C.J. and his nana take the bus from church and ride across town. C.J. makes comparisons to people outside of the bus, but his nana reminds him to see the beauty in the small things and appreciate what he has.

Extension Activity: Think of the characters on the bus: Mr. Dennis the bus driver, the woman with curlers in her hair and a butterfly jar, the man with a guitar, or the man with a spotted dog. Write some sentences from their points of view while riding the bus. What is something that others find beautiful and you never thought to look? Write about that.



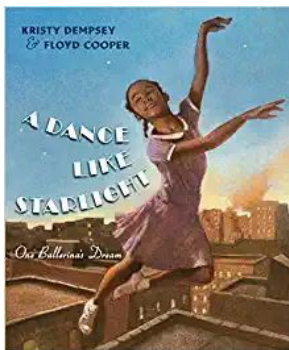
Voices in the Park

Browne, A. (1998). *Voices in the Park*. DK Publishing, Inc.

Voices in the Park tells of an afternoon in the park for two families from four different perspectives. This story is a good example of seeing things from multiple perspectives, even when everyone was in the same place at the same time.

Extension activity: With a small group, decide on a setting, plot, and characters.

Choose a character and write a story from their perspective and then compile your stories.

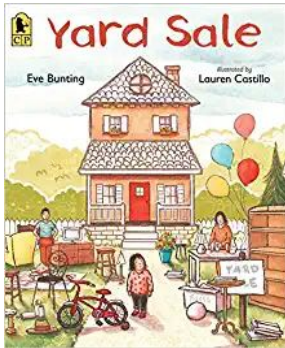


A Dance Like Starlight: One ballerina's dream

Dempsey, K. (2014). *A Dance Like Starlight: One ballerina's dream*. Philomel Books

A young girl spends time with her mother, who has a job cleaning and sewing ballet costumes. While in the theater, the young girl finds her love of dance and begins to learn the steps and dances. She is able to join ballet classes, but she is unable to perform on stage because she is African American. Her mother works extra jobs and saves up money to take them to the Metropolitan Opera House to watch Janet Collins, the “first colored prima ballerina,” which further inspires her to keep dancing.

Extension Activity: Predict what would happen in a sequel. How would this story change if it was from the mom's point of view instead of the main character's point of view? What about from the point of view of the Ballet Master?

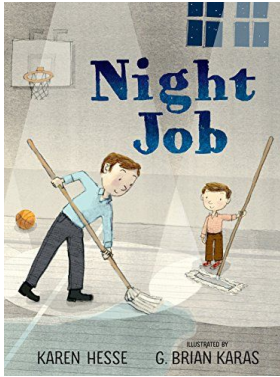


Yard Sale

Bunting, E. (2015). *Yard Sale*. Candlewick Press.

This story skillfully handles all the emotions that a child might feel when their family has to move to a smaller house. The family has a yard sale in order to downsize and make a little bit of money. The story is told from the child's point of view, but also includes important clues for how her parents are feeling.

Extension activity: Why do you think they have to move to a smaller house? What would the parents say if they were telling the story, and not Callie the main character?



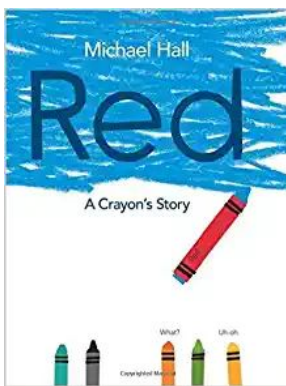
Night Job

Hesse, K. (2018). *Night Job*. Candlewick Press.

A young boy and his dad go to his dad's job, which takes place in the evening. The story follows the boy and his father and they travel to the job, which is cleaning a school. The boy and his father travel from room to room until the boy reads to his dad in the Library and falls asleep. Tender moments and details are included throughout the book.

Extension Activity: How would this story be different if it was from the dad's point of view? Who is missing from this story?

LGBTQ+



Red: A Crayon's Story

Hall, M. (2015) *Red: A crayon's story*. Greenwillow Books.

Red is the story of a crayon who has a red wrapper, but who draws blue. His friends and family coach him on how to draw his true color, red, until a new friend comes along and supports Red in coloring blue objects.

Extension Activity: What does the author want you to think? Red has a red label, but underneath the label he is blue. What is something that is part of you that people do not always see?

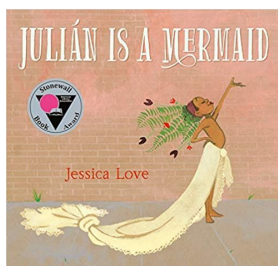


Worm Loves Worm

Austrian, J.J. (2016) *Worm Loves Worm*. Balzer & Bray.

Worm and Worm love each other and want to get married, but they cannot decide who should be the bride and who should be the groom. Throughout the story they and their friends realize that love is the most important and create their own outfits for their wedding ceremony.

Extension Activity: Use *Worm Loves Worm* as a Reader's Theater script. Write about a time when you had to rethink or relearn something you thought you already knew?



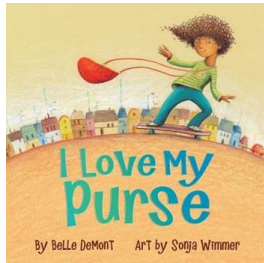
Julián is a Mermaid

Love, J. (2018). *Julián is a Mermaid*. Candlewick Press.

Julián and his abuela are on a subway train when they see people dressed like mermaids, which Julián loves. Later, Julián dresses like a mermaid and fears his abuela's reaction, but she is supportive and takes him back to where the mermaids are and they join them.

Extension Activity: Examine pictures closely and invite discussion about them.

Why do you think Julián likes to dress as a mermaid? What is something you like to dress as?

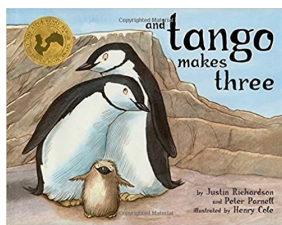


I Love My Purse

DeMont, B. (2017). *I Love my Purse*. Annick Press Ltd.

Charlie wears the bright red purse that his grandmother gave him to school one day. Throughout the day he faces criticism from family and classmates who tell him everything that boys do, which does not include wearing a bright red purse. At the end of the week, Charlie has convinced other people that they should wear and do activities that they enjoy, and to help break societal norms.

Extension activity: What did Charlie learn that I might also learn? What would this story be like if it was from the point of his friends or dad?



And Tango Makes Three

Richardson, J. & Parnell, P. (2005). *And Tango Makes Three*. Simon & Schuster Books for Young Readers.

Two male penguins in the Central Park Zoo try to raise an egg that is actually a rock. They are given a real penguin egg and care for it until it hatches. Once it hatches they

care for their penguin chick, showing that families can be made up of more than one mom, one dad, and a baby.

Extension Activity: How could you use this story to promote equity? What problem did Roy and Silo have? How was the problem solved? What do Roy, Silo, and Tango enjoy doing as a family? How is this family the same or different from your family?

Montana Indian Education for All (IEFA)

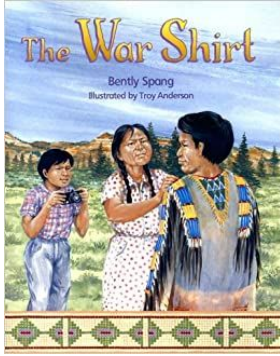


The Gift of the Bitterroot

Arlee, J. (2008). *The Gift of the Bitterroot: A Salish and Pend d' Oreille story*. Npustin Press.

This book tells the Salish and Pend d'Oreille story of the Bitterroot, an important plant to some Native American tribes and Montana's state flower. Information on gathering the Bitterroot, preparing it, as well as the traditions behind it, are included in the book.

Extension Activity: How does the Bitterroot affect Native American life? Where can you go that you have seen the Bitterroot?



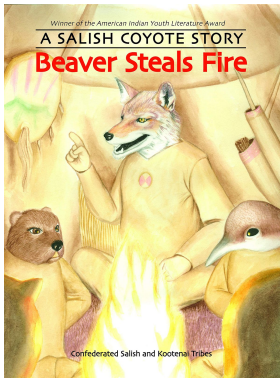
The War Shirt

Spang, B. (1999). *War Shirt*. Rigby.

Troy, a Cheyenne boy living in Montana, loves creating art until he realizes he does not know much about Cheyenne art. He goes to stay with his grandparents on the reservation in order to learn traditional methods like beadwork and tanning a deer hide, while understanding that Cheyenne art honors animals, people, and the earth.

Extension activity: Connect the deer hide that Troy tans with moccasins you read about in other books. How did Troy change from the beginning of the story to the end?

What if this story was told from his grandparents' perspective?



A Salish Coyote Story: Beaver Steals Fire

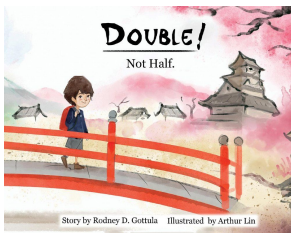
Confederated Salish and Kootenai Tribes. (2005). *A Salish Coyote Story: Beaver steals fire*. University of Nebraska Press.

Note: This story should only be told when there is snow on the ground, usually between November and February or March. This story was read during one of those times.

A Salish Coyote Story: Beaver Steals Fire tells of how Coyote, a trickster, devised a plan to bring fire to earth, instead of only the animals of the sky having fire. Grizzly Bear, Wren, Snake, Frog, Eagle, and Beaver work together to steal fire from Curlew and bring it to earth.

Extension Activity: Why is fire important? Why would Curlew want to keep the fire? Examine the Written Salish and International Phonetic Alphabet in the back of the book.

Indian Education for All (IEFA)

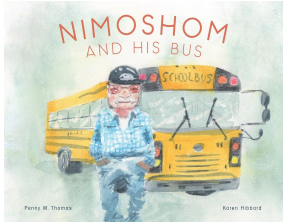


Double! Not Half

Gottula, R.D. (2018). *Double! Not Half*. Bookbaby.

A young boy moves with his family from Montana to Japan. While there, he hears other children calling him “hafu,” which means half. The boy’s father talks to him about how he is not half Japanese and half American, but how he is double and gives examples of things from Japanese culture and American culture. As an adult, he gives the same advice to his friend who described herself as “half Crow.” While this story does contain Montana settings, this story was placed in the IEFA category because it can apply to more than one Native American and can apply to anyone who has two or more nationalities.

Extension activity: Research your nationalities and what you might be double, triple, or more of.



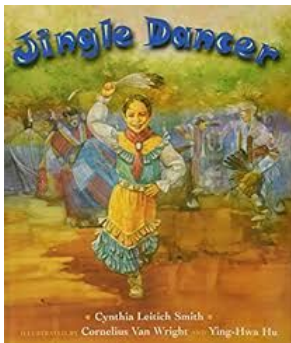
Nimoshom and His Bus

Thomas, P.M. (2017). *Nimoshom and his Bus*. Highwater Press.

Nimoshom is a school bus driver who has a special bond with the children that ride his bus. He teaches the children Cree words as they ride and listens to the children's stories.

A Cree glossary is included in the book.

Extension Activity: Create a poster with some of the Cree words that Nimoshom uses with the children that ride his bus.

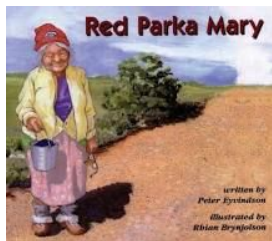


Jingle Dancer

Smith, C.L. (2000). *Jingle Dancer*. Morrow Junior Books.

Jenna wants to participate in her first powwow. She practices the dance steps as she wonders where she will get four rows of cone-shaped jingles in order for her dress to make the tink-tink sound as she dances. Through help from family and friends, Jenna is able to find four rows of jingles and participates in her first powwow.

Extension activity: Watch a video of a jingle dancer.

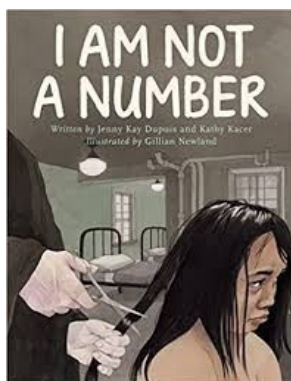


Red Parka Mary

Eyvindson, P. (1996). *Red Parka Mary*. Pemmican Publications, Inc.

The story begins with a boy who is scared of Mary, a Native woman whose house he walks past. When she gives him some jars of chokecherry jam to give to his family, a friendship begins and he learns about traditional ways of life from her and comes to enjoy her company. One Christmas, he gets her a red parka to help her stay warm and she in turn gives him the biggest and best thing in the whole world.

Extension activity: Think about this story from Mary's perspective. What do you think she thinks of the boy and how their relationship changes? How does their relationship change from the beginning of the story to the end of the story?



I Am Not a Number

Dupuis, J.K. & Kacer, K. (2016). *I am Not a Number*. Second Story Press.

In this true story, Irene and her family live on the Nipissing First Nation. When she is eight, the government removes her and two older brothers and sends them to a residential school where names are not used, only numbers as identification. Irene experiences the

horrors of residential school before going home for the summer and vowing not to return. More information on Irene's life and residential schools is included in the book.

Extension Activity: Why was it important for Irene to remember her name and that she is more than a number?

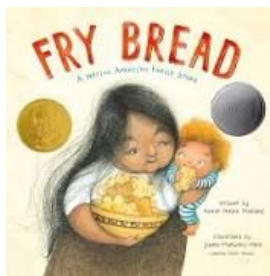


The Moccasins

Einarson, E. (2015). *The Moccasins*. Theytus Books.

A boy is given a pair of moccasins from his foster mother. This story portrays a positive foster care experience as the moccasins are worn and loved, before being given to his son later in life.

Extension Activity: If possible, find a pair of authentic moccasins for students to see and smell. Find examples of authentic moccasins online or in books to share with students.



Fry Bread

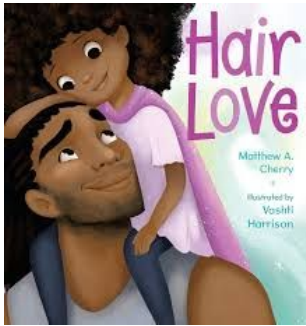
Maillard, K.N. (2019). *Fry Bread: A Native American family story*. Roaring Brook Press.

This story goes through everything that fry bread is: shape, color, food, sound, etc, giving further information about the process of making fry bread and enjoying it as a family.

Information regarding the history of fry bread and the art within the pages is included in the book.

Extension activity: Make fry bread using the recipe in the book.

Black (Present Day)

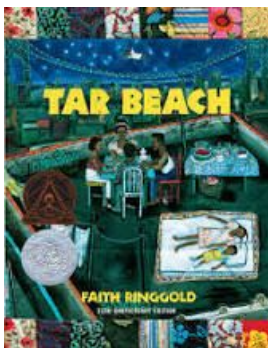


Hair Love

Cherry, M.A. (2019). *Hair Love*. Kokila.

A young girl and her dad navigate the new situation of him doing her hair. They learn together and have a successful outcome.

Extension Activity: What does the author want you to think? How do Zuri and her dad support each other in this story?

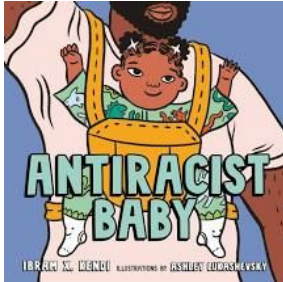


Tar Beach

Ringgold, F. (1991). *Tar Beach*. Dragonfly Books.

This book follows a girl as she flies over the city at night and tells how she would make her family's lives easier, ignoring racism and making sure that her family has the same benefits that other families have, regardless of skin color and union membership.

Extension activity: How would you make your family's lives easier? What would change? Write or discuss the changes you would make. Whose voice is missing from this story?



Antiracist Baby

Kendi, I.X. (2020). *Antiracist Baby*. Kokila.

This story gives nine steps to overcome racism and improve lives for all humans. There is a section for parents and caregivers in this book to deepen conversations and understanding after reading the book.

Extension Activity: Discuss the importance of beginning antiracist work at a young age.



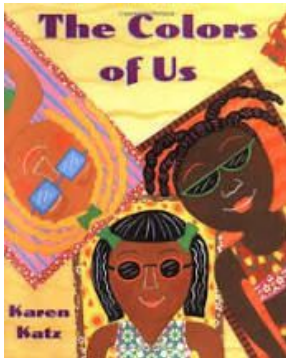
Sulwe

Nyong', L. (2019). *Sulwe*. Simon & Schuster Books for Young Adults.

The main character, Sulwe, is upset that her skin is so dark and she has darker skin than the rest of her family. She tries to lighten her skin through various methods that are unsuccessful. One night, Sulwe goes on an adventure where she realizes that her skin is

beautiful and she is as beautiful as the rest of her family. The book describes different shades of skin.

Extension Activity: Listen to Brown Skin Girl by Beyoncé. How does Sulwe change from the beginning of the book to the end of the book?



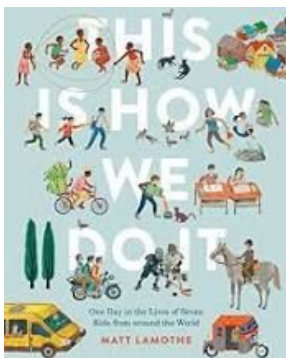
The Colors of Us

Katz, K. (1999). *The Color of Us*. Square Fish.

A girl and her mom explore the different nuances of color and what makes everyone unique. Their friends are described using a variety of mostly food related colors, such as butterscotch, cocoa, and ginger, among others.

Extension activity: Find pictures of the foods listed in the book. Think of five people you are close to and describe the color of their skin.

International



This is How We Do It

Lamothe, M. (2017). *This is How We Do It: One day in the lives of seven kids from around the world*. Chronicle Books.

This book follows seven children from seven different countries throughout the course of their day. The children are from Italy, Japan, Uganda, Russia, India, Peru, and Iran.

Topics covered include meals, school, after school, family structure, and free time, which allows students to compare and contrast different lives. There is a glossary of terms and phrases in the book.

Extension activity: Write and/or illustrate a version of *This is How we do It*.

Include where you live, who you live with, what you wear to school, what you eat for breakfast, how you go to school, your teacher, what your classroom looks like and where you learn, how you spell your name, what you eat for lunch, how you play, how you help your family, how you eat dinner, what you do in the evening, and where you sleep.

Compare and contrast how yours compares to your classmates and the characters in the book.



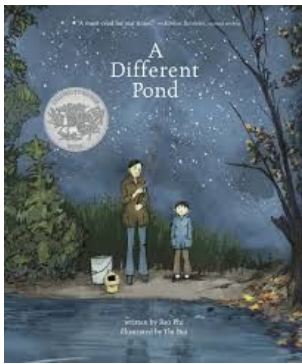
The Boy Who Grew a Forest

Gholz, S. (2019). *The Boy Who Grew a Forest: The true story of Jadav Payeng*. Sleeping Bear Press.

This true story follows one young boy's quest to save animals and land by planting bamboo trees. Jadav Payeng starts with 20 bamboo shoots from his village in India and transforms those into lands for animals and forests eventually covering more than 1,300 acres.

Extension Activity: What are words you can use to describe Jadav?

Immigration

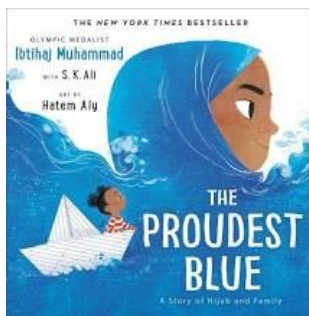


A Different Pond

Phi, B. (2017). *A Different Pond*. Capstone Young Readers.

This story follows a Vietnamese boy and his father during an early morning fishing trip where the purpose is to catch fish for their meals. The boy reflects on this time with his father and their life before they emigrated to the United States.

Extension Activity: Why would a family emigrate to the United States?



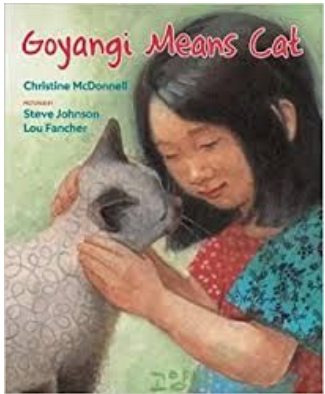
The Proudest Blue

Muhammad, I. & Ali, S.K. (2019). *The Proudest Blue: A story of hijab and family*. Little, Brown and Company.

This story follows two sisters on their first day of school for the year. The older sister is wearing her hijab for the first time and her younger sister is in awe and proud. The story talks about the color of the hijab and the happy, proud, strong feelings the family has.

Extension Activity: Connect back to when the older sister is shopping for her first hijab. Think about when you were shopping for a special piece of clothing - what was the

experience like and how were you feeling? How did you feel when you wore it? How has Asiya shown strength throughout the day?



Goyangi Means Cat

McDonnell, C. (2011). *Goyangi Means Cat*. Viking.

This story follows Soo Min as she is adopted from Korea into an American family that does not speak a lot of Korean. Soo Min makes friends with the cat. When the cat goes missing, Soo Min is devastated until the cat comes back.

Extension Activity: What would you want Soo Min to know about living in the United States? What would you think if you moved to a new country and lived in a new place with new people? What would you want to know?

Latinx



La Princesa and the Pea

Elya, S.M. (2017). *La Princesa and the Pea*. G.P. Putnam's Sons.

This Latino version of *The Princess and the Pea* fairy tale is set in the mountains of Peru and features a princess who needs a place to stay for the night, a lonely prince, and a queen who decides that only the best will do for her son. The son has a plan to show his mother that he has found the woman he wants to marry. Spanish words are used throughout the story and a glossary is included.

Extension activity: Compare and contrast different versions of The Princess and the Pea story.



Digging for Words: José Alberto Gutierrez and the Library he

Built

Kunkel, A.B. (2020). *Digging for Words: José Alberto Gutierrez and the library he built*.

Schwartz & Wade Books.

This true story takes place in Bogota, Colombia and follows two Josés. One is a garbage collector who collects books as he does his nightly work and the other is a boy who gets to enjoy the books in the library that the other José has curated. Spanish words are used throughout the text.

Extension Activity: What questions would you ask José Alberto Gutierrez? How did this story influence you? Compare and contrast your visits to the library with young José's visits.

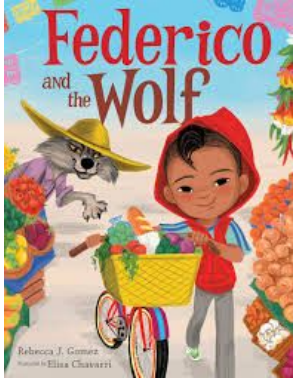


Sofia Valdez, Future Prez

Beaty, A. (2019). *Sofia Valdez Future Prez*. Abrams Books for Young Readers.

This fictional story follows second grader Sofia Valdez and her abuelo as they work to add a new park after Abeulo is injured at “Mt. Trashmore.” Their efforts take them through the bureaucratic process of getting things completed at the local government level.

Extension activity: Research what has to happen for action within a city. What would you have to do if you wanted to add a new park in your city? This book can connect with *Kamala and Maya's Big Idea*, written by Meena Harris.

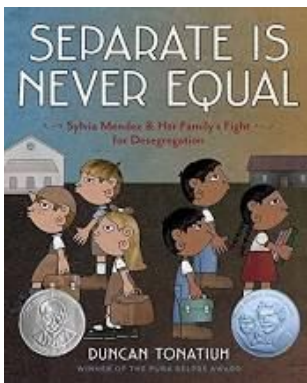


Federico and the Wolf

Gomez, R. J. (2020). *Federico and the Wolf*. Clarion Books.

Little Red Riding Hood is retold, but in this version Federico is sent to the market to get ingredients for the perfect pico to bring to his sick abuelo. The ingredients in the pico help Federico protect himself from the wolf. A glossary of Spanish words and phrases is included in the book, as well as a recipe for pico de gallo.

Extension activity: Compare and contrast different versions of Little Red Riding Hood folktales.



Separate is Never Equal

Tonatiuh, D. (2014). *Separate is Never Equal: Sylvia Mendez & her family's fight for desegregation*. Abrams Books for Young Readers.

This true story follows the Mendez family in the Mendez v. Westminster case as the family fought for desegregating California's schools in the years before Brown v. Board of Education.

Extension Activity: Think about the young boy yelling, “Go back to the Mexican school! You don’t belong here!” How do you think he felt when he yelled this and how do you think Sylvia felt hearing this? Why did the author write this book? Listen to Sylvia Mendez and Sandra Mendez Duran talk about their experience on StoryCorps:

<https://storycorps.org/stories/sylvia-mendez-and-sandra-mendez-duran/>

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